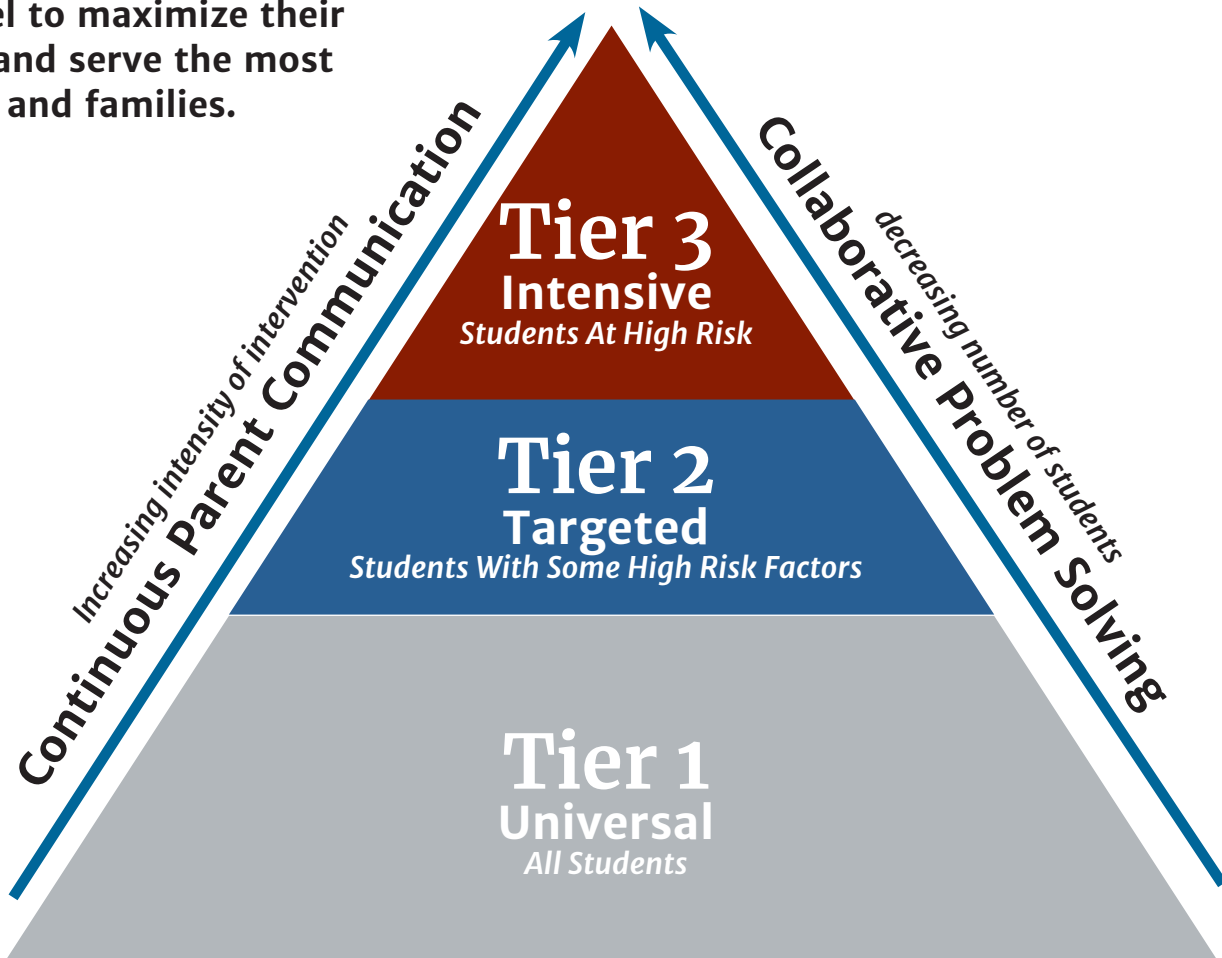


Tiers of services allow school personnel to maximize their support and serve the most students and families.



Tier 3: Intensive Services

Intensive supports are aimed at serving the highest needs McKinney-Vento students with the most risk factors based on the needs metrics (please see: Needs Metrics/Prioritization). These services will look different for each youth and family, but typically are individualized, long-term, include the family, involve creating and working towards goals, and center around both academic needs AND basic needs. Components typically involved:

1. **Consent form signed by:**
 - a. Parent/legal guardian
 - b. Foster/resource parent
 - c. Court-appointed caregiver
 - d. Youth 18 years of age or older
 - e. Unaccompanied youth themselves

2. Long-term support

- a. Length of services will differ by student and family
- b. Services can terminate for a variety of reasons including:
 - Housing has stabilized
 - Transition to post-secondary education complete (or transition into the workforce, trade school, etc.)
 - Moved out of service area
 - Services refused by student
 - Services refused by caregiver
 - Student goals have been met
 - Unable to locate/AWOL
 - Transition into Juvenile Detention Center

3. Parental/caregiver involvement

- a. If applicable, this may not apply to unaccompanied youth

4. Meeting AT LEAST twice per month, typically weekly check ins

- a. Frequency of services will depend on:
 - Number of liaisons
 - Number of schools per liaison
 - Number of McKinney-Vento students
 - Caseload count

5. Individualized supports

- a. Support, services and resources needed will be different for each student. It is important to see the student and family as a whole.
 - Example: two students may have the same dwelling type (doubled-up/shared housing), but they may need different resources.
- b. Students and families' needs may change over the course of services. Continue to check in and offer various resources as situations change.

6. Documentation

- a. All interactions are documented in the appropriate place for tracking purposes.
 - The “appropriate place” should be previously agreed upon and used universally by all liaisons within the district. This can look like the student information system, a google form, etc... data security and privacy is very important and should be considered when agreeing upon the mechanism to be used. Your district’s IT department may be able to provide support.

7. Creating and working towards goals

- a. Goals should be student led, meaning students are identifying their own needs/gaps and setting their own priorities. If students do not set their own goals, they have no ownership over them and therefore are significantly less likely to achieve them.

- b. Goals cover a variety of life domains
 - Academic
 - Connection to school/extracurriculars
 - Basic needs
 - Self-efficacy/independence
 - Personal hygiene
 - Relationships with adults
 - Connection to services
 - c. Liaisons should not provide therapeutic interventions unless qualified/licensed to do so. Do not provide support outside of your scope of practice, it can be detrimental to youth and families.
 - Scope of work: qualified professional is deemed competent to perform, and permitted to undertake – in keeping with the terms of their professional license
 - d. If family goals are identified, it is important that all members agree on the goal and have some ownership. Each person's ownership and role should be clear.
- 2. Each student is included in the liaison's caseload count**
- a. If liaisons have a designated caseload cap, these students are included in count.

Tier 2: Responsive Services

Responsive supports are short-term and considered “light touch” meaning liaisons are not providing in-depth individual or family services. There are various reasons why services are responsive. These students and/or families may not be interested in long-term support services but are in need of basic needs resources.

1. No consent form required

- a. Due to the short-term nature of responsive services no consent form is required, but it is never a bad thing to have a signed consent form on file.
- b. It is imperative that liaisons share that they are mandated reporters to all students and families, even when services are short-term.

2. Short-term support

- a. Typically 1–3 interactions (not including attempted interactions or contacts where student and/or family were not successfully reached)
- b. Or 2 week period of time before requiring a consent

3. Types of interactions can include but are not limited to:

- a. Student/family are not interested in long-term support but need resources for the short-term

- b. Student/family are in between housing, but have a plan/housing lined up
- c. Needs assistance in accessing their McKinney-Vento education rights but are not interested in other supports

- AB1806
- Transportation
- Immediate enrollment
- School of origin
- Free lunch program

4. Types of resources given can include but are not limited to:

- a. Bus pass (typically the most common need that occurs)
- b. Connecting to other community based resources/referral to outside supports
- c. Basic needs
 - Food
 - Clothing
 - Hygiene supplies
 - School supplies
- d. Qualifying for AB 1806, but not in need of intensive support
- e. One-time home visit or safety check
 - Sometimes liaisons need to deliver resources to the home
 - Liaisons should not be conducting home visits alone

5. Documentation

- a. All interactions are documented in the appropriate place for tracking purposes.
 - The “appropriate place” should be previously agreed upon and used universally by all liaisons within the district. This can look like the student information system, a google form, etc... data security and privacy is very important and should be considered when agreeing upon the mechanism to be used. Your district’s IT department may be able to provide support

6. Each student is not included in liaison’s caseload count

- a. Due to the short-term nature of these cases, there is no need to cap the amount of responsive interactions.
- b. Cases can start out as responsive and turn into intensive.

Tier 1: Universal Services

Universal supports are provided to ALL McKinney-Vento students.

1. Identification efforts

- a. Each family should complete a housing questionnaire (see example under Identification resources)
- b. Each student who qualifies as McKinney-Vento needs to be flagged within the student information system and student record
- c. Each student AND family needs to be notified of their rights under the McKinney-Vento Act
- d. AB 27- Information posted on your website including
 - A list of the liaisons in your district and their contact information (i.e. phone numbers and emails)
 - Specific information regarding the McKinney-Vento rights as well as resources available to persons experiencing homelessness

2. FAFSA

- a. Support in applying and submitting FAFSA applications
- b. This extends to The DREAM Act, Chaffee grants, and other financial aid for post-secondary education.
- c. Data tracking
 - Each site and district should track the number of McKinney-Vento students who complete a FAFSA application

Liaison Information

Name

E-mail

Phone

Location